CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 9/17 – 9/18 2015

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H2 The student will analyze the colonial period of Georgia’s history.**   1. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. 2. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Review of the ROLE of the early colonial groups (SALZBURGERS, HIGHLAND SCOTS, MALCONTENTS) as well the impact of the first Royal Governors in the development of Georgia as a Royal colony. Students will complete this through the use of an interactive technology activity. (KAHOOT IT)**   * **Activity 1-Students will utilize the colonial traveling trunk and be asked to pick three artifacts to examine how they may have been used during colonial times.** [Outreach Program: Hands on History Presentations](http://www.atlantahistorycenter.com/cms/Hands-On+History+Presentations/33.html): Who Was Here First? * [Traveling Trunk](http://www.atlantahistorycenter.com/cms/Traveling+History+Trunks/34.html): Colonial Life   **EQ**   * \* How were regulations different in the period of the Royal governors than they had been under the trustees?   **EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.**   * Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England? (G1d) * Were they able to fulfill these expectations and why or why not? (G1d) * Why was Yamacraw Bluff selected as the location of Georgia’s first settlement? * How was the bluff altered to create the city of Savannah?   **EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases.**  What was the structure of Georgia’s first self-government, create by John Reynolds? |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Students will read their preferred book for Clear (Counting Lexiles Encourages Active Reading) time and do a Quickwrite. Selected students will share their Quickwrite in class.* | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will create a bubble chart/graphic organizer to distinguish the similarities and differences between the Royal Governors and the early colonists who came after Oglethorpe. (Salzburgers, Highland Scots, and the Malcontents. | **Students will complete definitions and a think pair share** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*   * *Students will work in small groups and a*ssume the role of a Georgia colonist (during the Trustee period) who is dissatisfied with conditions in the new colony. They will come up with a letter to King George II explaining the reasons for their dissatisfaction, and the changes that need to be made. | **Complete stations** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Complete and share letters before the class.* | **Read letters in class and review the reasons for the colonists dissatisfaction** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will write and answer questions in the Coach books on pages 34-37 in the Cornell writing style. They will then use these notes to quiz each other. | **Summary** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will complete the essential questions.** | **Summary** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete essential questions** | **Complete essential questions** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Construction paper, Essential Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |